

## Appendix C -- 2011 National Survey of Student Engagement Results of the Survey for UW-Madison Seniors by School or College

**Table C.1 Demographics of Respondents**

	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
<b>Maximum Number of Respondents (Unweighted)</b>	<b>1830</b>	<b>224</b>	<b>118</b>	<b>144</b>	<b>289</b>	<b>62</b>	<b>900</b>	<b>69</b>
<b>Percent of Students (weighted):</b>	<b>100</b>	<b>12</b>	<b>7</b>	<b>7</b>	<b>18</b>	<b>3</b>	<b>49</b>	<b>3</b>
Age 24 or older	11	<b>15</b>	<b>5</b>	<b>17</b>	<b>8</b>	17	<b>9</b>	<b>32</b>
Female	52	56	<b>39</b>	<b>79</b>	<b>20</b>	<b>87</b>	<b>56</b>	<b>87</b>
Domestic Minority student	11	9	8	12	8	15	<b>13</b>	12
International student or foreign national	4	3	4	1	4	3	<b>5</b>	6
Transfer student	19	22	14	24	17	22	18	<b>38</b>
Enrolled full-time (fall semester)	91	89	<b>98</b>	<b>96</b>	<b>95</b>	92	<b>89</b>	91
Member of a fraternity or sorority	8	<b>13</b>	10	4	6	9	8	<b>0</b>
Student-athlete on a team sponsored by university	2	1	3	1	3	0	2	0
Student Living Arrangements:								
Live in dormitory or other campus housing	5	5	4	6	4	0	6	<b>1</b>
Live within walking distance (house, apartment, etc.)	80	77	87	75	84	83	81	<b>56</b>
Live within driving distance (house, apartment, etc.)	13	12	7	18	10	15	12	<b>39</b>
Live in fraternity or sorority/Other	2	5	1	1	2	2	2	<b>3</b>
Parental Education:								
Father did not attend any 2-year or 4-year college	16	15	15	14	13	<b>27</b>	17	21
Mother did not attend any 2-year or 4-year college	17	<b>22</b>	<b>27</b>	<b>27</b>	<b>10</b>	17	<b>15</b>	25
Neither mother nor father graduated from 4-year college	21	<b>28</b>	20	<b>28</b>	<b>15</b>	31	20	25
Both mother and father graduated from 4-year college	53	53	<b>40</b>	49	58	55	55	43

NOTES: Gender, minority, first generation, and transfer status reflect student survey responses. In cases where students did not provide the data through the survey, university administrative records were used to classify a student. School/College designation is based on student enrollment during spring semester 2011. Because few undergraduates are enrolled in the School of Pharmacy, School of Medicine and Public Health or Division of Continuing Studies, only seven Pharmacy students, seven students in Medicine and Public Health and ten in Continuing Studies completed the survey. Responses for these units are not shown separately, but are included in the overall total. At UW-Madison, 1189 first year and 1,830 senior students participated in the survey (response rate of 33 percent). Exact wording of survey questions and response categories are provided in Appendix A. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table.

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**Table C.2 Overall Student Satisfaction**

Percent of Students agreeing:	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
Entire educational experience at this institution is good or excellent	92	93	93	95	95	93	<b>90</b>	95
Probably or definitely would attend this institution if you could start over again	92	92	92	95	<b>97</b>	93	<b>90</b>	97
Quality of instruction in <b>lower-division</b> courses is good or excellent	58	54	64	54	54	53	59	<b>72</b>
Quality of instruction in <b>upper-division</b> courses is good or excellent	91	92	94	96	<b>88</b>	92	91	89
Academic quality of this university in general is good or excellent	95	95	94	96	95	98	95	100
Academic quality of your major program is good or excellent	92	94	96	88	94	93	<b>89</b>	97

NOTES: Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

**Table C.3 Academic Advising**

Percent of Students agreeing:	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
Quality of academic advising you have received at this institution is good or excellent	67	64	<b>76</b>	73	<b>77</b>	66	<b>63</b>	58
Quality of academic advising from your college or department is good or excellent	64	61	<b>76</b>	<b>74</b>	<b>71</b>	54	<b>61</b>	<b>49</b>
My college/ department advisor is available when I need to see him/her ( <i>agree or strongly agree</i> )	87	89	89	91	<b>94</b>	94	<b>85</b>	<b>72</b>
Information from advisors is accurate and up-to-date ( <i>agree or strongly agree</i> )	86	82	87	87	<b>91</b>	<b>72</b>	86	<b>77</b>
Students have to run around from one place to another to get information/approvals they need ( <i>agree or strongly agree</i> )	53	60	<b>33</b>	50	<b>40</b>	47	<b>59</b>	53

NOTES: Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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**Table C.4 Availability of Courses**

Percent of Students agreeing:	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
Lower-division classes taken have been OK in size	38	32	48	42	<b>48</b>	45	<b>34</b>	49
Lower-division classes have been far larger than you'd like	24	29	16	24	<b>19</b>	14	<b>27</b>	<b>12</b>
Upper-division classes taken have been OK in size	80	78	86	<b>88</b>	79	89	78	75
Courses you need for your <b>major</b> have been available most of the time or nearly always	86	86	92	89	<b>92</b>	<b>75</b>	<b>82</b>	<b>95</b>
Courses you need for your <b>general education requirements</b> have been available most of the time or nearly always	81	77	81	81	<b>89</b>	76	80	71

NOTES: Students were offered the following choices regarding their satisfaction with size of classes: "far larger than you'd like", "somewhat larger than you'd like", "OK in size", "smaller than you'd like", "not applicable". Students responding "Not applicable" are excluded from the percentages calculated above. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

**Table C.5 Coursework Emphasizes Academic Challenge**

Percent of Students agreeing:	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>Current courses emphasize "quite a bit" or "very much":</i>								
<b>Making judgments about information, arguments, or methods, C.g., examining how others gathered/ interpreted data and assessing the soundness of their conclusions</b>	72	68	73	<b>81</b>	70	77	71	<b>86</b>
<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in the same form	60	<b>72</b>	65	<b>50</b>	<b>43</b>	71	62	68
<b>Analyzing</b> basic elements of a theory, examining a particular case in depth & considering its components	89	90	86	86	92	93	89	94
<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	80	78	<b>70</b>	85	83	88	79	86
<b>Applying</b> theories or concepts to practical problems or in new situations	80	79	83	<b>89</b>	<b>91</b>	87	<b>74</b>	89
University emphasizes spending significant amounts of time on academic work ( <i>quite a bit or very much</i> )	88	93	84	88	91	91	87	92
On a scale of 1 to 7, (7=most challenged) rate the extent to which exams during the current school year challenged you to do your best work. (rated 5 or greater on scale)	83	86	87	<b>75</b>	<b>90</b>	78	81	77
Most of the time, I've been challenged to do the very best I can	61	62	66	68	<b>68</b>	65	<b>57</b>	60

NOTES: Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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**Table C.6 Reading and Writing Assignments During Current Year**

Percent of students	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
Assigned textbooks, books, or book-length packs of course readings								
Read 0-4	27	<b>41</b>	<b>19</b>	31	<b>47</b>	<b>13</b>	<b>17</b>	28
Read 5-10	37	<b>37</b>	<b>50</b>	35	<b>41</b>	<b>56</b>	<b>34</b>	43
Read 11 or more	36	<b>22</b>	<b>31</b>	34	<b>12</b>	<b>31</b>	<b>50</b>	29
Books read on your own (not assigned) for personal enjoyment or academic enrichment								
None	25	26	31	22	28	<b>21</b>	<b>24</b>	29
Read 1-4	53	57	53	51	51	<b>72</b>	<b>52</b>	61
Read 5 or more	22	17	16	27	21	<b>7</b>	<b>25</b>	10
Wrote papers or reports of <b>20 pages or more</b>								
None	54	61	47	<b>47</b>	<b>35</b>	53	<b>58</b>	<b>79</b>
Wrote 1-4	39	34	46	<b>40</b>	<b>51</b>	42	<b>37</b>	<b>14</b>
Wrote 5 or more	7	5	7	<b>13</b>	<b>15</b>	5	<b>4</b>	<b>7</b>
Wrote papers or reports <b>between 5 and 19 pages</b>								
None	8	<b>11</b>	<b>4</b>	8	9	0	<b>8</b>	13
Wrote 1-4	47	<b>53</b>	<b>60</b>	45	48	46	<b>42</b>	52
Wrote 5-10	31	<b>30</b>	<b>29</b>	29	27	42	<b>34</b>	26
Wrote 11 or more	14	<b>7</b>	<b>7</b>	18	16	12	<b>16</b>	9
Wrote papers or reports of <b>fewer than 5 pages</b>								
Wrote 0-4	38	44	31	<b>28</b>	43	<b>13</b>	39	30
Wrote 5-10	33	28	44	<b>32</b>	31	<b>49</b>	33	26
Wrote 11-20	17	15	16	<b>24</b>	17	<b>23</b>	16	24
Wrote 21 or more	12	14	10	<b>17</b>	10	<b>15</b>	11	20
Problem sets taking <b>more</b> than 1 hour to complete:								
None	26	<b>18</b>	<b>11</b>	<b>38</b>	<b>1</b>	<b>43</b>	<b>34</b>	<b>49</b>
1-2 per week	31	<b>42</b>	<b>37</b>	<b>26</b>	<b>19</b>	<b>25</b>	<b>33</b>	<b>23</b>
3 or more per week	43	<b>40</b>	<b>52</b>	<b>36</b>	<b>79</b>	<b>32</b>	<b>33</b>	<b>28</b>
Problem sets taking <b>less</b> than 1 hour to complete:								
None	45	<b>32</b>	<b>20</b>	53	<b>43</b>	53	<b>50</b>	54
1-2 per week	34	<b>44</b>	<b>42</b>	26	<b>43</b>	21	<b>30</b>	22
3 or more per week	21	<b>23</b>	<b>38</b>	21	<b>14</b>	26	<b>20</b>	23

NOTES: About one percent of students reported no assigned textbooks, books, or book-length course packs. About five percent of students reported writing no reports or papers of fewer than five pages. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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**Table C.7 Understanding Diverse Perspectives**

Percent of students	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>In current year, percent of students who often or very often:</i>								
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	62	67	74	<b>59</b>	76	<b>71</b>	69
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	60	57	61	63	60	62	61	57
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	57	<b>41</b>	55	<b>75</b>	<b>34</b>	<b>77</b>	<b>64</b>	<b>74</b>
Had serious conversations with students of a different race or ethnicity than your own	52	52	51	53	50	51	53	49
<i>University emphasizes quite a bit or very much:</i>								
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	47	46	52	44	47	45	45	<b>60</b>
<i>University experience contributed quite a bit or very much:</i>								
My understanding people of other racial and ethnic backgrounds	55	49	58	<b>67</b>	52	64	55	64

NOTES: Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

**Table C.8 Supportive Campus Environment**

Percent of students	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>Quality of relationships with people at your institution:</i>								
Students are friendly, supportive, belonging	84	88	89	90	<b>90</b>	88	<b>80</b>	88
Faculty are available, helpful, sympathetic	77	77	81	79	77	83	75	81
Administrators are helpful, considerate, flexible	56	51	59	59	<b>69</b>	60	<b>52</b>	54
University's responsiveness to student academic problems (percent good or excellent)	63	58	72	68	<b>70</b>	54	<b>59</b>	60
<i>University emphasizes quite a bit or very much:</i>								
Helping you cope with your non-academic responsibilities (work, family, etc.)	22	21	28	20	25	29	21	22
Providing the support you need to thrive socially	41	36	48	44	<b>47</b>	44	39	30
Providing support you need to help you succeed academically	72	71	<b>82</b>	74	<b>80</b>	77	<b>67</b>	64

Note: Quality of relationships reported here is a score of 5 or more on a scale of 1 to 7, where 7 is highest quality. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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**Table C.9 Interaction with Faculty**

Percent of students	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>In current year, students who often or very often:</i>								
Used e-mail to communicate with an instructor	87	89	82	93	86	89	87	91
Discussed grades or assignments with an instructor	47	43	53	<b>60</b>	47	53	46	36
Talked about career plans with a faculty member or advisor	36	40	43	<b>46</b>	37	43	<b>31</b>	36
Discussed ideas from your readings or classes with faculty members outside of class	21	16	25	21	21	17	22	17
Received prompt feedback from faculty on your academic performance (written or oral)	61	<b>49</b>	<b>71</b>	<b>71</b>	59	62	62	65
Worked harder than you thought you could to meet an instructor's standards or expectations	49	45	45	56	53	<b>68</b>	47	45
Worked with faculty members on activities other than coursework (committees, orientation, student life activities)	19	23	24	13	23	25	<b>17</b>	22
Most of the time, professors in my courses make clear what they expect me to learn ( <i>agree or strongly agree</i> )	93	95	96	92	93	97	93	95
Work on a research project with a faculty member outside of course or program requirements								
Undecided/ Do not plan to do	53	<b>36</b>	<b>84</b>	<b>74</b>	<b>41</b>	68	<b>55</b>	51
Planned to do	11	<b>9</b>	<b>9</b>	<b>10</b>	<b>12</b>	4	<b>12</b>	8
Done	36	<b>55</b>	<b>8</b>	<b>16</b>	<b>47</b>	28	<b>33</b>	41
Rate relationships with faculty as available, helpful, sympathetic	77	77	81	79	77	83	75	81

Note: Quality of faculty relationships reported here is a score of 5 or more on a scale of 1 to 7, where 7 is highest quality. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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**Table C.10 Active and Collaborative Learning**

Percent of students	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>In current year, percent of students who often or very often:</i>								
Asked questions in class or contributed to class discussions	65	63	<b>74</b>	<b>77</b>	<b>53</b>	<b>84</b>	<b>68</b>	<b>40</b>
Made a class presentation	44	40	<b>69</b>	<b>62</b>	<b>52</b>	<b>72</b>	<b>32</b>	52
Prepared 2 or more drafts of an assignment before turning in	37	36	43	40	35	37	37	42
Worked on a paper or project that required integrating ideas or information from various sources	84	82	82	<b>90</b>	81	<b>97</b>	84	87
Come to class without completing readings or assignments	31	26	32	29	34	27	31	29
Worked with other students on projects <b>during class</b>	36	39	<b>46</b>	<b>49</b>	<b>47</b>	<b>53</b>	<b>27</b>	41
Worked with classmates <b>outside of class</b> to prepare class assignments	64	65	<b>90</b>	<b>73</b>	<b>91</b>	75	<b>47</b>	74
Put together ideas or concepts from different courses when completing assignments or during class discussions	74	72	72	75	<b>85</b>	<b>88</b>	<b>69</b>	74
Tutored or taught other students (paid or voluntary)	24	20	23	<b>52</b>	26	13	23	<b>11</b>
Participated in a community-based project (C.g., service learning) as part of a regular course	14	12	<b>8</b>	<b>36</b>	<b>10</b>	<b>31</b>	<b>11</b>	<b>48</b>
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	60	60	<b>71</b>	64	63	59	<b>56</b>	<b>73</b>
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	66	63	<b>57</b>	<b>76</b>	<b>61</b>	76	68	60
<i>University emphasizes quite a bit or very much:</i>								
Using computers in academic work	90	93	88	91	<b>96</b>	93	<b>88</b>	94

NOTES: Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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**Table C.11 Enriching Educational Experiences**

Percent of students participating:	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
Practicum, internship, field experience, co-op experience, or clinical assignment								
Undecided/ Do not plan to do	25	20	<b>12</b>	<b>8</b>	<b>15</b>	<b>4</b>	<b>36</b>	<b>3</b>
Planned to do	16	17	<b>17</b>	<b>17</b>	<b>15</b>	<b>10</b>	<b>17</b>	<b>18</b>
Done	59	62	<b>71</b>	<b>75</b>	<b>70</b>	<b>86</b>	<b>47</b>	<b>79</b>
Community service or volunteer work								
Undecided/ Do not plan to do	16	14	12	<b>5</b>	<b>23</b>	14	18	<b>3</b>
Planned to do	10	10	10	<b>11</b>	<b>9</b>	6	11	<b>7</b>
Done	73	76	79	<b>84</b>	<b>69</b>	81	71	<b>90</b>
Participate in learning community or other formal program where groups of students take 2 or more classes together								
Undecided/ Do not plan to do	74	76	80	<b>44</b>	<b>83</b>	<b>61</b>	<b>77</b>	<b>54</b>
Planned to do	3	6	3	<b>7</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
Done	23	19	17	<b>49</b>	<b>14</b>	<b>38</b>	<b>20</b>	<b>43</b>
Work on a research project with a faculty member outside of course or program requirements								
Undecided/ Do not plan to do	53	<b>36</b>	<b>84</b>	<b>74</b>	<b>41</b>	68	<b>55</b>	51
Planned to do	11	<b>9</b>	<b>9</b>	<b>10</b>	<b>12</b>	4	<b>12</b>	8
Done	36	<b>55</b>	<b>8</b>	<b>16</b>	<b>47</b>	28	<b>33</b>	41
Foreign language coursework								
Undecided/ Do not plan to do	28	<b>42</b>	23	34	<b>41</b>	39	<b>19</b>	30
Planned to do	3	<b>3</b>	3	1	<b>2</b>	3	<b>3</b>	7
Done	69	<b>56</b>	74	65	<b>57</b>	58	<b>78</b>	63
Study abroad								
Undecided/ Do not plan to do	66	69	64	<b>76</b>	<b>74</b>	65	<b>60</b>	75
Planned to do	8	5	6	<b>9</b>	<b>7</b>	5	<b>9</b>	5
Done	26	26	30	<b>15</b>	<b>18</b>	30	<b>31</b>	20
Independent study or self-designed major								
Undecided/ Do not plan to do	67	<b>52</b>	<b>90</b>	71	63	76	69	<b>52</b>
Planned to do	6	<b>7</b>	<b>4</b>	7	6	5	5	<b>3</b>
Done	28	<b>41</b>	<b>6</b>	22	31	19	26	<b>45</b>
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)								
Undecided/ Do not plan to do	40	<b>6</b>	<b>64</b>	<b>63</b>	<b>8</b>	<b>62</b>	<b>53</b>	41
Planned to do	21	<b>36</b>	<b>12</b>	<b>19</b>	<b>30</b>	<b>13</b>	<b>15</b>	31
Done	39	<b>58</b>	<b>23</b>	<b>18</b>	<b>62</b>	<b>25</b>	<b>33</b>	29

NOTES: Possible responses were "have not decided", "do not plan to do", "plan to do" and "done". Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.



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**Table C.12 Student Time Use**

Percent of students	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
Spend time preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)								
0-10 hours per week	22	26	23	25	<b>14</b>	24	<b>23</b>	24
11-20 hours per week	42	42	44	39	<b>35</b>	43	<b>45</b>	45
21 or more hours per week	36	31	32	36	<b>52</b>	33	<b>32</b>	32
Employed either on or off campus	77	81	76	<b>88</b>	<b>65</b>	81	79	<b>89</b>
Hours working for pay <b>on campus</b>								
None	46	45	55	43	45	45	<b>44</b>	<b>67</b>
1-20 hours per week	47	49	40	52	51	42	<b>48</b>	<b>32</b>
21 or more hours per week	7	6	5	5	4	12	<b>8</b>	<b>1</b>
Hours working for pay <b>off campus</b>								
None	65	64	60	<b>53</b>	<b>79</b>	51	66	<b>27</b>
1-20 hours per week	27	30	34	<b>38</b>	<b>14</b>	42	27	<b>53</b>
21 or more hours per week	8	6	6	<b>9</b>	<b>7</b>	7	8	<b>19</b>
Hours participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)								
None	27	22	<b>10</b>	<b>38</b>	21	24	29	<b>49</b>
1-10 hours per week	56	58	<b>72</b>	<b>53</b>	59	57	54	<b>43</b>
11 or more hours per week	17	20	<b>18</b>	<b>9</b>	20	19	17	<b>7</b>
Hours relaxing and socializing (watching TV, partying, exercising, etc.)								
0-10 hours per week	49	49	42	<b>60</b>	50	40	48	<b>63</b>
11 or more hours per week	51	51	58	<b>40</b>	50	60	52	<b>37</b>
Providing care for dependents living with you	12	16	6	<b>19</b>	10	11	<b>10</b>	<b>23</b>
Hours commuting to class (5 or fewer hrs per week)	75	72	<b>90</b>	<b>68</b>	79	75	74	71
<i>Percent of students who often or very often:</i>								
Attended art exhibit, gallery, play, dance, or other performance	27	22	26	33	<b>13</b>	<b>42</b>	<b>32</b>	<b>16</b>
Exercised or participated in physical fitness activities	65	63	<b>74</b>	66	67	63	65	62
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	19	21	15	18	16	12	21	26
<i>University emphasizes quite a bit or very much:</i>								
Spending significant amounts of time on academic work	88	93	84	88	91	91	87	92
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	72	<b>66</b>	75	68	<b>77</b>	71	73	61

NOTES: Very few students (0.16%) report spending zero hours per week preparing for class. Less than one percent of students report spending zero hours per week relaxing or socializing. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See notes at end of Appendix.

## Appendix C -- 2011 National Survey of Student Engagement Results of the Survey for UW-Madison Seniors by School or College

**Table C.13 Educational and Personal Growth**

Percent of students	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>University experience contributed quite a bit or very much:</i>								
Acquiring a broad general education	87	88	88	92	<b>76</b>	91	<b>90</b>	84
Acquiring job or work-related knowledge and skills	72	77	<b>88</b>	<b>83</b>	<b>85</b>	80	<b>61</b>	<b>90</b>
Writing clearly and effectively	79	78	79	83	77	84	79	80
Speaking clearly and effectively	69	64	<b>81</b>	75	73	<b>89</b>	<b>64</b>	69
Thinking critically and analytically	92	92	89	92	<b>96</b>	96	<b>90</b>	96
Analyzing quantitative problems	80	<b>89</b>	<b>88</b>	<b>67</b>	<b>99</b>	71	<b>73</b>	73
Using computing and information technology	78	79	<b>87</b>	76	<b>95</b>	79	<b>71</b>	81
Working effectively with others	78	81	<b>90</b>	<b>86</b>	<b>87</b>	84	<b>71</b>	<b>91</b>
Learning effectively on your own	84	84	85	82	88	80	83	91
Understanding yourself	72	<b>62</b>	71	78	69	77	74	73
Understanding people of other racial and ethnic backgrounds	55	49	58	<b>67</b>	52	64	55	64
Solving complex real-world problems	71	71	74	75	<b>88</b>	72	<b>63</b>	74
Developing a deepened sense of spirituality	19	16	24	20	17	12	19	20
Developing a personal code of values and ethics	62	<b>53</b>	66	69	64	69	60	72
Contributing to the welfare of your community	56	52	58	64	51	63	55	<b>69</b>
Voting in local, state, or national elections	60	55	55	<b>73</b>	<b>47</b>	61	<b>64</b>	59
<i>In current year, percent of students who often or very often:</i>								
Examined strength and weaknesses of your own views on issue	61	<b>51</b>	61	67	56	58	<b>64</b>	62
Learned something that changed the way you understand an issue	70	67	<b>62</b>	<b>78</b>	67	78	71	73

NOTES: Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See notes at end of Appendix.

## Appendix C -- 2011 National Survey of Student Engagement Results of the Survey for UW-Madison Seniors by School or College

**Table C.14 Future Plans**

	Total	CALS	Business	Edu- cation	Engineer- ing	Human Ecology	Letters & Science	Nursing
I expect to graduate from this university:								
in 4 years or less	59	64	69	<b>25</b>	<b>36</b>	<b>63</b>	<b>70</b>	51
in more than 4 years	41	35	31	<b>75</b>	<b>64</b>	<b>35</b>	<b>29</b>	48
I expect to graduate from another institution	0	0	0	0	0	2	0	0
I may well not complete a bachelors degree	0	1	0	0	0	0	0	2
Within one year of graduation, I expect to:								
Attend graduate or professional school	33	39	<b>15</b>	24	<b>34</b>	27	<b>36</b>	<b>6</b>
Be employed	49	39	<b>80</b>	55	<b>54</b>	56	<b>42</b>	<b>82</b>
Attend school and be employed at same time	7	9	<b>2</b>	9	<b>6</b>	11	<b>7</b>	<b>12</b>
Take time off, have/raise a family, travel, etc.	2	2	<b>1</b>	2	<b>1</b>	2	<b>3</b>	<b>0</b>
Not sure	9	11	<b>2</b>	10	<b>5</b>	5	<b>11</b>	<b>0</b>
Within one year of graduation, I expect to:								
Attend school, or attend school and work at same time	40	<b>48</b>	<b>17</b>	33	40	38	<b>43</b>	<b>18</b>
Work, or attend school and work at same time	56	<b>48</b>	<b>82</b>	64	61	66	<b>49</b>	<b>94</b>

NOTES: School/College designation is based on student enrollment during spring semester 2011. Because few undergraduates are enrolled in the School of Pharmacy, School of Medicine and Public Health or Division of Continuing Studies, only seven Pharmacy students, seven students in Medicine and Public Health and ten in Continuing Studies completed the survey. Responses for these units are not shown separately, but are included in the overall total.

At UW-Madison, 1,189 first year and 1,830 senior students participated in the survey (response rate of 33 percent). Exact wording of survey questions and response categories are provided in Appendix A.

Statistically significant differences based on a Chi-squared test of respondents of a particular school or college compared with all other respondents (95% confidence interval) are highlighted and indicated with bold type in the table.